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ABSTRACT

Proceedings of a seminar on the role of English second language (ELT) training in British technical assistance projects for economic development are presented in the form of a brief analysis of current issues and concerns to participants, a summary of the conference, and related appended materials. This conference focused on defining project objectives for the purposes of evaluation and cost effectiveness. After an introductory section, the first chapter describes the salient concerns and challenges voiced at the seminar, including the fact that the ELT programs in question are intended not only to produce more and better English-speakers but also to change the systems that produce them, the long-range nature of the effort, the human factor in project evaluation, and finding the balance of quality and quantity in measurement of results. A summary of conference sessions follows. Appended materials include a seminar schedule, list of participants, outlines of country case studies (Cameroon, Ethiopia, Indonesia, Oman, Zambia), a system for classifying ELT projects as to situation, level, and type, and a seminar evaluation form. (MSE)

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Dunford Seminar Report 1988

ELT in development aid: defining aims and measuring results

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Dunford Seminar Report 1988

ELT in development aid:
defining aims and measuring results

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Engraving of Dunford House, near Midhurst, West Sussex, where the seminar has generally been held since 1979

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The Dunford House Seminar

This is an annual residential seminar run by the English Language and Literature Division of the British Council as part of its commitment to the provision of training and updating for ELT specialists. The seminar serves not only British Council career officers but also Council-recruited ELT staff - those working on schemes funded by the Overseas Development Administration and those employed in the Council's own language centres. It also, for the first time this year, included participants from public and private sector institutions. The desirability of promoting exchange of experience between these various groups guides the selection of the participants. During the two weeks spent at Dunford House in West Sussex the participants are able to meet and discuss issues with leading British academics and ELT Council staff in similar situations to themselves from all over the world, and to exchange ideas and experiences in both formal and informal settings.

Previous seminar topics

1978 ESP course design

1979 ELT course design

1980 Communicative methodology

1981 Design, evaluation and testing in English language projects

1982 Teacher training and the curriculum

1983 Design and implementation of teacher training programmes

1984 Curriculum and syllabus design in ELT

1985 Communication skills training in bilateral aid projects

1986 Appropriate methodology

1987 ELT and development: the place of English language teaching in aid programmes

Copies of reports of these seminars are available on request from:

English Language and Literature Division
The British Council
10 Spring Gardens
London SW1A 2BN

Editorial note

This report on the 1988 Dunford Seminar has been deliberately produced in a simplified format, since it was felt that the full details of discussions and case-study outputs would not be of interest to readers who were not themselves present throughout the seminar. A full record of the procedures and products of the seminar is held both in English Language and Literature Division at the British Council and in Education Division at the ODA where those interested may consult it.

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Foreword

Dunford House: value for money

I little thought, some twenty years ago when I walked through an attractive bluebell wood near the house of a friend of mine in Sussex, that two decades later I should find myself staying in the beautiful house that stood beyond the faint blue mist of flowers through the trees. Dunford is an ideal setting for a group of refugees from the EFL battlefront!

This year saw a far closer ODA involvement in the planning of the seminar and a sharper focus on the management of our ELT programmes overseas. This arose both from a general sense in ODA that past seminars had involved participants in looking too narrowly at purely academic issues rather than at the broader context of their work overseas. ODA funds ELT activity because it believes that this is one means of furthering social and economic development, and any desk officer in ODA is keenly aware that the money spent on ELT is not money spent on some other essential purpose, such as hospital equipment, rural development, food production, or housing for the poor.

We were therefore looking to Dunford to provide a comprehensive setting for ELT activity. We wanted to place ELT within an economic context, to examine how it contributes to overall manpower development in the recipient country, and how it is organized and managed. As in the previous year, the project framework was the starting-point, since this provides a basis for looking at the wider purposes behind any particular project.

It was encouraging, on my two visits, to find such a lively and well-motivated group of people talking with enthusiasm about their overseas work. It was especially encouraging to find field-staff more acutely aware of ODA thinking than most equivalent ranks in other disciplines. It was encouraging to see how far those present were moving towards an understanding of the broader purposes of using scarce development money on their particular project.

Nevertheless, I think that we have still to focus the meeting even more sharply. I am far from convinced that the many visiting speakers who attend Dunford always provide the kind of contribution that will develop the central theme; there is a tendency for outsiders to be brought in to talk only in broad general terms about ELT. Nor, indeed, do I believe that the seminar should focus entirely on ELT; since the teaching of English in the overseas development context is not an end in itself but a means of providing a medium for acquiring other skills, it would make better sense for the seminar to include participants from the key disciplines which English skills are supposed to serve: science and mathematics, for example. I am sure that the presence of two non-ELT participants this year helped to move everyone's gaze upwards and outwards to wider issues.

The seminar generally was also too diffuse. Two weeks is far too long for the kind of intensive experience that most participants need or want. More intensive sessions, less time spent on the important but non-specific issues of recruitment and job advertising, and fewer focused external sessions would all help to reduce the seminar's length, making it both more intensive and cheaper.

This is an important point. The money that pays for Dunford comes from the Education Development Awards fund. It competes with the money that is spent on providing study opportunities for field-staff in need of higher academic qualifications. Every pound spent on Dunford House is a pound that cannot be used for a recipient of an EDA, and a careful balance therefore must be struck between the needs of EDA and the length and scope of the Dunford Seminar.

For the time being we both appreciate and can afford the Dunford Seminar, but we should continue to scrutinize its length and focus. Then we may be able to increase its effectiveness in orienting field-staff towards their role at the cutting edge of human resources development in countries where the poor have many additional needs.

Dr R O Iredale
Chief Education Adviser, ODA

Introduction

To be associated with the Dunford Seminar is always a pleasure and as the reputation of the seminar has grown over the years it has become a privilege as well. It is particularly gratifying to be writing an introductory piece for the report on the 1988 seminar and, since I retire next year, I feel I can allow myself both to reflect on seminars past with which I have been closely associated, and to speculate a little on the future.

Like all worthwhile ventures, the Dunford Seminar has changed and developed over the years in response to the changing needs and interests of those for whom it is organized. From the very beginning in 1978 it has been a forum for the discussion of ideas and developments which have been at the leading edge of our profession of ELT in the overseas context, both as practitioners ourselves and increasingly as advisers and trainers. I believe that it has been through maintaining the two principles of quality and relevance as essential features of its planning that the seminar has deservedly earned its standing not only among those of us who carry out our work overseas, as KELT Advisers or Council officers, but also among those at the forefront of ELT in Britain, many of whom have given generously of their time to speak at the seminar over the years.

The 1988 seminar and that of 1987 are clear illustrations of the way in which the theme of the seminar can change to meet the needs of the moment. Both have focused upon the managerial aspects of Britain's aid programme in the field of ELT, and the effects that projectisation on the one hand and the integration of ELT Aid within the country-specific policies of ODA geographical desks on the other, have had and will continue to have on the work of all those involved in the field. The 1988 seminar has been notable for the close consultation which took place with the ODA at the planning stage and the greater involvement of ODA staff during the seminar itself and I am sure that such close collaboration was valuable for all concerned.

A further example of a new development was the full-time participation for the first time of two people from outside the field of ELT, both of whom provided important contributions to the work of the seminar as a whole. Francis Lopez-Real, a mathematics education expert currently serving in Cameroon, provided vital information and a new dimension to the discussions and work of the case-study group who were looking at the integrated project in Cameroon involving aid to secondary-level teaching of mathematics, physics and English. Mike Ratcliffe, who is currently serving as ODA's Education Adviser in the Caribbean, brought with him his knowledge of how ELT fits in to the broader picture of educational aid in that region as well as his own science education background.

The Dunford Seminar has become over the last few years the major, indeed the only, regular gathering of British expertise in the field of ELT in the developing world. It provides an important opportunity for KELT Advisers to meet each other and exchange views, opinions, and experiences. This function of the seminar is, in my view, very important, since by the nature of their jobs KELT Advisers are professionally scattered and isolated around the world and there are few avenues for them to discuss their professional problems and solutions with each other. I sincerely hope that the Dunford Seminars of the future will continue to fulful this need.

Dunford has always had a training function to a certain extent but training has never been the sole objective of the seminar. A parallel function has been to act as a developmental event for the profession, not just for the individual, and to be in a sense a think-tank for those working in the field. It seems to me that it is essential for the continuing growth of British expertise and its application in so many contexts around the world that this opportunity should continue for us to reconsider existing practice and break new ground.

E T J Phillips
Controller
English Language and Literature Division
The British Council

Project evaluation: concerns and challenges

Introduction

The Dunford Seminar of 1988, held once again at Dunford House, was a logical successor to the 1987 seminar in that it continued to focus on Britain's aid programme in the field of ELT and on the effects of the shift towards more tightly planned and focused projects, integrated in policy terms within the overall aid programme for each particular country. The 1987 seminar had concentrated on examining the primary tool for projectisation, the Project Framework, and seeing how it could be applied to projects in the field of education in general and ELT in particular. The primary focus in 1988 was on the monitoring and evaluation of projects set up within such frameworks.

The background to both seminars is the climate of thought that pervades all areas of government at the moment. 'Value for money' is the watchword. The ODA, like every other government department and agency, is under pressure from the Public Accounts Committee and from the National Audit Office to demonstrate that the funds at its disposal are effectively spent; this pressure is transmitted down the line to the British Council as a major executive agent of the ODA and thence to the practitioners in the field - KELT Advisers, Technical Co-operation Officers (TCOs) and all those who work in ODA-financed projects.

Value for money

The concept of 'value for money' implies a number of things, all of which have further implications running down to the day-to-day implementation of projects. What are these considerations and implications? What are the practical effects they have upon the way in which projects are implemented? How can they be measured? Are the measures proposed consonant with the objectives of educational aid or in conflict? Do the measures provide an adequate picture or a distorted or partial one? What are the constraints which may affect the way in which we evaluate projects? These are the questions which underlay all the discussions during the seminar.

There are three headings or value-types under which one might seek to define the value of a bilateral aid programme and the choice will significantly affect the way in which any project is assessed. The three types of value might be labelled 'political', 'developmental' and 'cultural' and correspond roughly to the interests and objectives of the three bodies involved in the kind of projects under discussion at the seminar, namely the Foreign Office, the ODA, and the British Council. The three headings are not watertight compartments and all projects in education relate in varying degrees to all of them, but it is important to understand clearly which of the three is the primary one in the project or programme under consideration.

In both the opening and closing sessions of the seminar Dr Roger Iredale, ODA's Chief Education Adviser, stressed that for the ODA it is the developmental value-type that is pre-eminent and emphasized that projects must be planned in relation to the contribution they make to the social and economic development of a country, with a focus on the alleviation of poverty. It is against this criterion that they will be assessed. It was stressed throughout the seminar that project frameworks should make explicit reference to the economic and social benefits to be derived from the project in the section dealing with 'wider objectives' and that the indicators of achievement should be measurable in economic terms and in relation to the workforce requirements of the country.

Moreover, this 'value' must not be just demonstrable but measurable, since without measurement the relationship of value-of-output to cost-of-input cannot be demonstrated.

Concerns

Assessing 'value for money' involves a number of criteria against which a project can be measured. These include management efficiency, which demands the existence of clear objectives and proper financial control, and cost-effectiveness, which involves the search for and establishment of simpler implementation procedures and performance indicators. Brian Vale, Assistant Director-General of the British Council, spoke of the way in which the ODA and the British Council were reviewing current schemes and their operational procedures, while Jack Phillips, Controller, English Language and Literature Division, summarized the response of his division to the new situation, including the creation of an ELT Aid Unit with responsibility for developing and evaluating more cost-effective procedures for the management of ELT projects on ODA's behalf. Roger Iredale spoke of the Project Framework as a 'splendid tool' for ensuring that projects are designed with clearly specified objectives with necessary inputs detailed on a time-scale, and with clear job descriptions for project personnel.

Monitoring throughout the lifetime of projects is an essential feature of the project approach. At many levels of project implementation, such as staff recruitment or equipment procurement, measures already exist or can be devised with relative ease to assess performance, and in many kinds of aid project it is not difficult to devise adequate quantifiable measures for all levels of implementation. But there are a number of features of educational projects which make them difficult subjects for evaluation.

Four of these features were in the forefront of participants' minds throughout the seminar and merit further discussion here.

The starting-point

First is the fact that, in most, if not all educational projects, we are involved in seeking to develop or change not only products (the number of graduates in English, for example), but the processes and systems which produce the products. It is here that the difficulty lies, since to measure change we need to know where we start from and it is very difficult to establish with any degree of exactitude where we are in the field of education. If, for example, a project aims to change the way in which teachers teach, we need to describe how they teach before the project begins. This is far from easy given the numbers involved, the relative autonomy of teachers in their class-rooms, and the danger that the process of observation may change what

is being observed - an observed lesson is not necessarily a normal lesson.

It is in relation to this problem that the ODA is interested in developing techniques for carrying out effective baseline studies for education projects. Good practitioners in the field have tended to do this only in a non-explicit, informal way and this makes it difficult for them to demonstrate objectively to the outsider or the eventual evaluator that change has indeed taken place. The need therefore is to develop baseline studies which are explicit and which result in information that is comprehensible and acceptable not only to the specialist practitioner in the project but also to the non-specialist outsider. Free-standing baseline studies carried out by independent consultants are too time-consuming and expensive to become the norm, though it is essential that some be carried out in this way in order to develop techniques. It may well be that in the future many projects will begin with an explicitly exploratory phase leading to a more careful and detailed definition of objectives than is the case at present.

The time-scale

Second is the fact that educational change is a long and slow process. The real effects of a project may not be apparent until long after the project itself has ended in the sense of financial commitment by the ODA. This difficulty is compounded by the financial rules within which the ODA operates, since it is not allowed to make any binding commitment for more than three years into the future. This constraint upon the long-term view increases the pressure to fund projects which can be expected to produce measurable results in the shorter term and conflicts with the realities of projects in education. A partial solution to the problem is the identification of phases within an educational project, each of which can have its own, intermediate, objectives which produce measurable results enabling funding to be secured for a subsequent phase.

The question of time-scale was brought out by Brian Rockcliffe in his exposition of the approach taken by VSO to projects in the field of education. VSO was very conscious of the need to take a long view and was fortunate not to be bound by the constraints of Treasury financial regulations in this respect. As an example of an aid agency taking a really long-term view he cited the case of the West Germans, who had made a commitment to one project in Sierra Leone for at least twenty years.

Moreover, the variability introduced by the human element means that the end results even when developmentally relevant and significant, may not be those foreseen at the outset of the project. There is thus a double danger - that of making a judgement on the success or failure of a project too soon, before the real effects have manifested themselves, and that of making a judgement after measuring things which, while apparently important and relevant at the inception of the project, are no longer appropriate. It is in relation to this problem that the role of monitoring becomes crucial. Only an effective set of monitoring procedures can enable us to keep track of the rate of progress of the project towards its objectives and make an informed estimate of when it can be expected to reach them, and can indicate whether the project activity is leading directly to those objectives or whether there is some 'drift' away from the target, or show that the target itself has shifted. Without some such record of project development or change we lose the ability to evaluate it in any real sense.

The human factor

The third major feature of educational aid projects is that they of necessity and almost by definition involve people in an intimate way that is not true of most other kinds of aid. Educational aid projects cannot succeed if they do not have the active and positive participation, involvement and commitment of the recipients. It is not our own system or our own behaviour that we are seeking to change, and it is only those who live, work and belong within the system who can bring about any long-term change and then only in such measure as they are able and willing to do. This has major implications. First, if commitment is to be fostered there must be local involvement in the on-going monitoring of the project and this means that the criteria for monitoring and evaluation cannot solely be those of the donor. While in many fields of aid the criteria for evaluation will be the same for both parties, in education, dealing as it does with people and cultures, this may be more problematic.

Second, it becomes very important that monitoring and evaluation be not solely summative and judgemental but that it be as illuminative as possible so as to help in the management of changing approaches to goals. Chris Kennedy's discussion of the relative effectiveness of change brought about in a 'top down' manner, where a high degree of local commitment is in a sense 'imposed' and therefore less of a direct concern of the implementing aid agency, as contrasted with that which springs from a 'bottom up' approach where commitment springs naturally from those who will be affected by the change, suggested that lasting effectiveness is rarely achieved by 'top down' methods on their own and that a combination was needed. Both Cyril Weir, in his account of an evaluation of a successful project in Ecuador, where he used notes and records kept by teachers involved in the project to identify changes in the way they taught, and Martin Bygate, in his session on the development of self-evaluation procedures for institutional development in a project with the National University of Rwanda, indicated possible lines of approach to the development of local involvement and commitment.

Quality versus quantity

The last of the four important features of education projects, and perhaps the most difficult to handle in the context of 'value for money', is the tension between quantity and quality which surfaces whenever value is discussed in relation to education. The problem is not so much one of a conflict between those who demand quantity and those who seek quality as one of measuring quality in a way which enables it to be related to money. Those who are responsible for assessing value for money on a ministerial or national scale are not typically educationists and the measures that they use are those of the economist, that is, they are quantifiable and reducible to numerical data. There

is, therefore, a real danger that projects in fields such as education, which are only partly analysable in terms of quantities or numbers, may be assessed on grounds that are at best partial and at worst erroneous.

Danger has, however, a positive aspect in that it throws down a challenge, and a successful response to that challenge can contribute in a positive way to the development of professional perceptions. Let us take as an example the problem of measuring change in the way teachers teach as a result of a project. The question of how best to assess teacher performance has been around for a very long time and the answers currently offered do not attract general acceptance. Usually this is because they rely on a limited range of heavily subjective judgements, or because the procedures required are impracticable on anything more than an experimental basis. Alternatively, they are rejected as suspect because there are too many variables between teacher performance and the objective data against which that performance is set for one to have very much confidence in the reliability of the relationship - judging teachers solely by the examination results of their students is an obvious example of this.

Here, therefore, lies the challenge - to develop instruments for recording and describing what teachers do in their class-rooms which produce data which can be handled numerically or graphically so that meaningful comparisons can be made.

To do this presupposes as precise a definition as possible of the elements of teacher performance so that we can be reasonably sure that different observers are recording the same thing. It also means that a relatively large number of observations need to be made, both across a range of teachers and lessons within a short period of time, and over a long period of time from the start of the project onwards. To ensure the numbers of observations required, we need to enlist the teachers themselves (or perhaps even their students) as observers. This in turn means that the elements of the teaching process to be observed should be easily visible to the teacher and be such that to record them does not appear threatening.

An example of the kind of instrument that could be used in this way was the grid presented by Roger Bowers with a range of class-room activity-types arranged in relation to four scales: +/- teacher, +/- interaction, +/- text, and +/- language. To record the activity-types of any particular lesson on a grid of this kind would not require much time or analytical ability, while a set collected over a long period of time might demonstrate a shift in the balance of activity-types used by the teacher or teachers.

Other methods of collecting qualitative data, such as the use of diaries, interviews with individuals and group discussions, were referred to in the session led by Cyril Weir, who stressed that what is important about judgemental approaches to evaluation is that they 'seek to capture and reflect the variety of different accounts of events. It is important in this approach to capture as full a range as possible of participants' differing perspectives rather than to act as if it were possible to arrive at only one "correct" view of events.'

Conclusion

The world of education is an extremely complex place and a major role of evaluation should be to help our understanding of that complexity. It would be unfortunate if a narrow definition of what constitutes evaluation led to a distorted view of success or failure of educational aid projects, with all the implications that would have for the funding, management and implementation of such projects. It is far from certain that this complexity is fully understood by those responsible for funding, and it is equally certain that we do not have the evaluative mechanisms to demonstrate satisfactorily success or progress.

The time has passed when aid to the education sector was considered to be worthwhile in its own right without critical examination - the competition for scarce resources is too great - and we must learn to survive in this new and harsher world. To do so we must learn to defend what we do in a way which non-educationists will accept. We cannot expect those outside the profession to accept any longer our protestations that 'education is different' or to accept our unsupported statements that we have achieved something worthwhile. Nor can we expect others to develop the tools we need in order to demonstrate or support the truth of what we assert. This, therefore, is the challenge which was presented and discussed at the 1988 Dunford Seminar - to show that educational aid projects can be evaluated satisfactorily, to develop the instruments with which to carry out such evaluations, and to indicate to those who exercise financial control the nature of educational change, the need to admit a wide range of evaluative tools, and the validity of those tools in measuring the impact of what we do.

The Dunford Seminar: a summary

The Dunford Seminar, after a brief sojourn at Cumberland Lodge in 1987, returned to Dunford House in deepest Sussex this year.

In 1987, the ODA and the English Language and Literature Division of the British Council had focused the seminar on whether the project formulation (i.e. the use of project frameworks and project memoranda) employed in other areas of the ODA's work could be successfully applied to projects which involved education in the broad sense and English Language Teaching (ELT) in the narrower sense.

This year's theme built on the success of the 1987 seminar with attention now focused on the monitoring and evaluation of aid-related ELT projects.

Twenty-three participants were selected: 15 KELTAs,' 4 from the British Council's English Language Qualified (ELQ) cadre, 2 from the private sector (Bell Educational Trust and Moray House, Edinburgh), 1 was a mathematics TCO and 1 was from the Development Division of the ODA in the Caribbean. The decision to widen the range of seminar participants came from a desire to stimulate discussion and from the current interest of the ODA and the British Council in collaborating in joint programmes with the private sector wherever appropriate. It was unfortunate that only two of the five places offered to the private sector were taken up but, it is hoped that more institutions will be interested in attending in the future. The presence of two non-ELT participants helped to situate ELT within the ODA's overall country programmes.

In choosing the theme 'ELT in development aid: monitoring aims and measuring results', the aim was to reach a consensus as to how and when monitoring and evaluation of ELT projects or the ELT element of larger-scale projects should take place and also what form it should take. The two-week seminar was made up of the following components (see Appendix 1 for the complete seminar programme).

Opening session

At the opening session, Brian Vale, Assistant Director-General, British Council, and Roger Iredale, Chief Education Adviser, ODA, with Peter Freeman, Head of Central and Southern Africa Department, ODA, and Jack Phillips, Controller, English Language and Literature Division, British Council, set the scene for the next two weeks by putting the theme of the seminar in the context of changes in the management of the Technical Co-operation programme and, particularly, of the integration of ELT Aid programmes within ODA country-wide aid programmes.

Full-day case studies

This new component consisted of two full-day case studies (India and China), to exemplify how ELT Aid projects fitted into the overall aid policies of particular countries. These case studies were led by British Council staff with the active collaboration, and, in the case of India, participation of ODA geographical desk officers.

Visiting speakers

The role of visiting speakers has been changing since the seminars began ten years ago. Initially, leading exponents in the ELT field were invited to provide an academic stimulus to the seminar by talking about recent research they had been involved in.

When the present seminar was being planned, it was felt that, despite the fact that over the past two years the theme has been much more sharply focused on ELT in development aid, it should still offer academic sessions not related directly to the main theme. However, it became increasingly clear (and this was confirmed by feedback during the seminar) that speakers should, wherever possible, give presentations which are directly linked to the year's theme. Mick Short's session, for example, though enjoyed by the majority of the participants, was not felt to have been fully appropriate to the theme.

With other speakers the problem was of trying to slot them in at points where they could have maximum effect on the case studies. This was generally achieved, though feedback indicated that Roger Bowers' session would have been more appropriate in the first week.

To give a flavour of the content of the sessions a short report of each follows. They are given in chronological order (and if any of them are of particular interest, you should contact the speaker through ELLD for further information).

Evaluation and baseline studies

John Morris

The speaker explained that, in the ODA, evaluation is carried out in order to learn the lessons of experience so that benefit can be derived from both the successes and failures of projects. It is especially important that feedback is given to practitioners so as to increase the effectiveness of future programmes.

Of the eighteen projects a year assessed by the evaluation department, very few were ELT projects.

Various methods of evaluation were explained - questionnaires, interviews, unit cost calculations and baseline studies. Baseline studies were felt to be of great importance if the effectiveness of projects was to be judged in quantifiable terms. As a result, projects should attempt to draw up quantifiable evaluation procedures, however difficult it was to obtain precise data, the starting-point being a baseline study.

ELT as a service element in human resource development projects: a project manager's view

Hector Munro

In this session, the ODA project cycle was explained. A project was defined as being determined by objectives, and as having financial limits with a budget, resources and a time-scale clearly set out.

The cycle consisted of:

- identification of a project
- preparation (i.e. putting together a project memorandum and project framework)
- appraisal of project memorandum and framework
- implementation
- evaluation

Three types of project were then considered: one where ELT was a completely separate element of a larger project; one where an ELT project was 'shoe-horned' into an already running project; and one where the ELT component was fully integrated at the project design stage. The last model was felt to be the best currently available and one which would probably increasingly replace the KELT programme.

The language approach to literature and what it means for teaching language and literature

Mick Short

This session addressed the possibility of using stylistic analysis techniques in order to help native and non-native readers to understand the process of reading. Poems by e e cummings, Stephen Crane and Henry Reed were used to provide examples of such techniques, which included deviation and parallelism at both the semantic and syntactic levels. The possibility of using an awareness of these techniques to remedy problems of deviance in learner production was also discussed.

Methods of evaluating language programmes

Cyril Weir

This presentation looked at the questions which need to be addressed when carrying out an evaluation.

Why evaluate?

- to understand what is happening in a project
- to improve a project's chances of success
- to be accountable

When to evaluate?

- at the beginning of a project
- at stages throughout the life of a project
- at the end of a project
- at an interval after the end of a project

Who evaluates?

- outsiders
- insiders
- both

How to evaluate?

- statistical analysis/quantitative data
- observation
- interviews
- group discussion

The tension between accountability and understanding and between quantitative and qualitative evaluation was discussed, and it was felt of fundamental importance that both aspects needed to be included in any programme of evaluation.

Patterns of control and innovation

Chris Kennedy

The speaker argued that evaluation must start at the beginning of any project, and that realistic criteria should therefore be built in from the outset. In order to do this it was important to understand the patterns of control and innovation operating within a project.

Innovation could be either 'top down' or 'bottom up'; as neither extreme precluded the other an interactive pattern was therefore proposed.

Control of administrative, and other, structures could either be centralized or decentralized; this would depend on the freedom of individual units within the system to operate at any level (degree of coupling), the extent that any level may adjust any plan or policy (degree of plan adaptation) and the role of feedback from the lower levels of the system back to the upper levels (macro-/micro-perspectives).

The speaker felt that decentralization could lead to:

- autonomy
- commitment
- efficiency
- participation
- relevance

This would help produce an innovative project, but could also result in:

- coercion
- conflict
- dilution of effect
- disparate outcomes
- poor co-ordination in planning
- time wasted

Although the speaker felt that decentralization was more likely to yield positive benefits, he recognized that there

is in fact little research evidence to suggest that it actually works out in this fashion. It was, however, important to include this way of looking at projects in any project evaluation which is carried out.

Self evaluation for departmental development: aims, prerequisites and approaches

Martin Bygate

The speaker argued that ELT evaluation has never been a primary concern and when it has been touched on, it has tended to concentrate on method effects rather than on sub-parts of methods. These efforts have not been very successful and the speaker suggested that this was because the following points were not taken into consideration:

- evaluation is local, i.e. what works in one place may not work in another
- instead of trying to evaluate whole programmes, it is preferable to look for problem areas in specific programmes
- successes and problems in education are intimately related to the people involved

Therefore, if teacher-educators are concerned with the well-being of their profession, they must view as a priority the development of some element of self-evaluation in all teaching units.

There are also strategic reasons for believing that self-evaluation is a useful direction for an aid project to take. Firstly, if successful it can enable the department involved to be more independent and authoritative about its own affairs with all other stakeholders. Secondly, the potential scope of the project is so wide that there can be some direct interest in it for everybody. Thirdly, it is a project whose outcomes by definition will remain firmly the property of the department. And fourthly, in many respects a self-evaluation project promotes the co-ordination of the department.

So, overall, self-evaluation is a crucial dimension behind any other innovation.

ELT projects: a VSO view

Brian Rockcliffe

This session examined the image that VSO has at large, the problems that occur in projects and the role of volunteers in solving these problems. The strengths and weaknesses of volunteers were outlined as below.

Strengths:

- they can extend the impact of a project at a relatively low cost
- they have a strong commitment to work
- they are likely to be highly motivated to integrate
- they can be used as non-standard solutions to some administrative and logistical problems

Weaknesses:

- they are likely to require support in more professionally demanding situations
- they are unlikely to have Third World experience
- they are a short-term input
- they have a personal rather than a contractual obligation
- they may lack credibility in some countries.

Overall, it was felt that VSO volunteers did have a potentially important role to play in aid-related projects and that consultation with VSO should take place at the planning stage of projects so that the volunteers' role could be correctly identified and a time-scale drawn up.

Measuring qualitative change

Roger Bowers

This presentation showed how quantitative measurement could be balanced and supplemented by equally valuable qualitative criteria.

Reporting procedures should be selective, succinct, statistical and emphasize stability. But it is also important to indicate the long-term progress of a project; this can be achieved by producing a clear, comprehensive report which provides a commentary on the project and emphasizes qualitative rather than quantitative change.

It is also important to address the question of what we can and what we cannot change and to be realistic in our expectations of the degree to which institutions and individuals are likely to change through, or as a result of the project.

Illustrations of different approaches to determining effectiveness were provided with reference to the Hong Kong Expatriate Teachers Pilot Scheme:

- the methodological grid for charting class-room change
- defining and monitoring target groups
- impact on content and impact on process
- impact on the curricular cycle
- a combination of these

ELT and imperialism

Chris Brumfit

The underlying theme of this presentation was whether exportation of a world-dominant language is

necessarily malignant. Issues such as those outlined below were raised.

Does the teaching of English throughout the education system of a country create dependency because it gives rise to unachievable desires and aspirations? If so, should English be introduced only at tertiary level? The speaker argued that to do so would be to restrict the access of the majority of people in a society to the corridors of power.

Are language and culture inextricably linked? Is it possible to teach or use the one without reference to the burden of the other? The speaker argued that while any language may refer to and reflect cultural features, this is not an intrinsic feature of language itself.

It was also argued that the currently accepted view of communicative language teaching was deficient in that it included only societal dimensions and omitted individual and motivational dimensions.

Finally, it was suggested that the potential for imperialism can be reduced through a commitment to multi-lingualism and a sensitivity to and support for the local indigenous languages and acceptance of the fact that some languages other than English also have a role to play.

English language teaching: the role of an international publisher in national curriculum and materials development projects

Jeff Andrew

This session sought to exemplify the advantages of an international publisher to the ODA, the British Council and to host governments in countries where local publishing resources are either inadequate or non-existent.

An international publisher can offer:

- experienced and skilled authorship
- professional guidance of editorial staff
- specialist book design and illustration
- cost-effective production
- long-term involvement

In addition, teacher training was often built in as an essential component of any government publishing contract by the international publisher.

A number of successful and not so successful examples of ODA, British Council and publisher collaboration were given and the session concluded with the speaker's belief that international publishers have a crucial role to play in the transfer of British skills and professional expertise and that ELT textbook projects should be planned from the start to involve a publisher.

The main case studies

As in previous years the case studies were the most important component of the seminar, and they took up most of the second week. The aim of the studies was to draw up a comprehensive plan for monitoring and evaluating the projects in question. Groups of four or five participants, by means of briefing documentation and discussions with the case study leaders as informants, were asked to consider their particular project in depth in order to come up with methods for evaluating the project.

The discussions, though formally timetabled, frequently spilled over into mealtimes and evenings and the final results were presented on the final day.

The five studies chosen this year (see Appendix 3 for details of the monitoring and evaluation procedures produced) are given below.

Cameroon

This case study considered the joining together of what were, up until early 1988, separate projects in the secondary sector in the Anglophone provinces of Cameroon. One of the projects was a KELT project focusing on in-service support for teachers of English with a resident KELT Adviser in each of the two provinces. The other project aimed to give similar support to teachers of mathematics and physics. After a review mission by the ODA Education Adviser concerned, it was recommended that the projects be treated from now on as a single integrated one.

Case study leaders: Felicity Breet and Francis Lopez-Real

Oman

This case study dealt with a curriculum-development and teacher-education project six months into its implementation and discussed the proposed monitoring and evaluation strategies.

Case study leader: Ian Harrison

Zambia

This case study dealt with the aims of teaching English at primary level in the light of the educational reform document of the Ministry of General Education and Culture.

Case study leaders: Leo O'Keefe and Peta Constable

Ethiopia

This case study dealt with the role of ELT at university level with respect to its overall effectiveness in the development of Ethiopian education.

Case study leader: Rod Hicks

Indonesia

This case study considered the role of the ELT Projects Unit which co-ordinates ODA ELT projects in

universities in Indonesia (this unit adopts a different approach to project implementation to the 'standard' project framework).

OEAD/ELMDO work

In addition, there were sessions on the work of Overseas Educational Appointments Department (OEAD) and English Language Management Department Overseas (ELMDO).

The theme of OEAD's session was the way projectisation is affecting the recruitment and training of KELTAs. It was felt strongly that management training was needed in the form of short practical courses rather than longer-term academically oriented management courses.

The ELMDO session explained how the structure and activities of ELMDO have been reorganized since April 1988 and the way in which the new ELT Aid Unit would function and serve the professional needs of all KELTAs by working on the procedures for monitoring, management, the production of reports, briefing, recruitment and supply.

Extra tasks

There were three additional tasks for the case study groups:

- to suggest a new format for the part of the present KELT post report dealing with professional matters. These suggestions would be fed into the preparation of new reporting procedures which will be more in line with the present project formats

- to examine and suggest amendments and additions to a classification scheme for ELT Aid projects which will be of use in the better storage and handling of information on ELT projects around the world (see Appendix 4)

- to examine and comment on the draft project summary form which was intended both as a day-to- day management check-list and as a ready reference containing basic non-confidential information which KELTAs and other interested parties can consult (see Appendix 4)

Evaluation

A seminar on the theme 'monitoring and measuring results' obviously had to include its own dose of self-evaluation! This took the form of a mid-seminar and end-of-seminar written evaluation (see Appendix 5 for copies of the evaluation form). In addition, informal feedback sessions were held at the end of the first week and on the final morning, on this occasion with the presence of Roger Bowers, Deputy Controller, ELLD, British Council and Roger Iredale of the ODA.

Appendix 1
Seminar programme

18-29 July	0900 to 1100	1115 to 1300	1400 to 1600	1615 to 1800
Monday 18				Course participants arrive
Tuesday 19	Admin John Hilton (BC) Nick Butler (BC) Opening session Peter Freeman (ODA) Brian Vale (BC) Roger Iredale (ODA)	Round table Peter Freeman (ODA) Brian Vale (BC) Roger Iredale (ODA) Jack Phillips (BC)	Plenary John Morris (ODA) Plenary Hector Munro (BC)	cont. Hector Munro
Wednesday 20	Plenary Mick Short (Lancaster Univ.)	China Case Study Jaspar Utley (BC) Stephen Magee (ELT lecturer)	Mick Short (Lancaster Univ.)	Jack Phillips (BC)
Thursday 21	Plenary Cyril Weir (Reading Univ.)	India Case Study Helen Boyle (BC) Kate Mulvey (ELT consultant)	Pam Scutt (ODA)	Simon Cole (BC)
Friday 22	Plenary Chris Kennedy (Centre for British Teachers)	Plenary Martin Bygate (Reading Univ.)	Introduction of case studies for group work Felicity Breet (KELT) Pete Constable (KELT)	in week 2 Rod Hicks (KELT) Ian Harrison (KELT) Geoffrey Crewes (KELT)
Saturday 23	Case studies	Case studies Seminar feedback		
Monday 25	Plenary Brian Rockliffe (VSO)	Case studies	Case studies	Case studies
Tuesday 26	Plenary Roger Bowers (BC)	Case studies	OEAD/ELLD Brian Smith (BC) Tony Deyes (ELT Aid Unit)	cont.
Wednesday 27	Plenary Chris Brumfit (Southampton Univ.)	Report structure and format Tony Deyes (ELT Aid Unit)	Case studies	Case studies
Thursday 28	Plenary Jeff Andrew (Longman International)	Case studies	Case study reports	Case study reports
Friday 29	Course round-up John Hilton (BC) Nick Butler (BC)	and evaluation Roger Bowers (BC) Roger Iredale(ODA)	Course participants depart	

Appendix 2
List of participants

KELT Advisers/TCOs

Felicity Breet	Cameroon
Francis Lopez-Real	Cameroon
Stephen Magee	China
David Bonamy	Egypt
Rod Hicks	Ethiopia
Jane Carey	Guinea Conakry
Geoffrey Crewes	Indonesia
Mark Todd	Mozambique
Mike Connelly	Nepal
Ian Harrison	Oman
Mark Roberts	Pakistan
Eddie Uprichard	Togo
Patrick McLaughlin	Turkey
Roger Barnard	Yemen A R
Pete Constable	Zambia
Leo O'Keefe	Zambia

ODA staff

Mike Ratcliffe

British Council staff

Neil Gilroy-Scott	India (des)
Huw Williams	Kenya
David Clarke	ELMD(O)
Gordon Slaven	ELMD(O)

Outside institutions

Lewis Kerr	Bell Educational Trust
Les Dickinson	Moray House

Seminar staff

John Hilton	Seminar director
Nick Butler	Assistant director
Jay Mehta	Course assistant

Appendix 3
Monitoring and evaluation procedures: case studies

Cameroon case study

Illuminative evaluation - some suggestions

Impact on target group	Indicators	Source
1 Students	1.1 Increased student talk about Maths/Physics	Class teacher
	1.2 Increased use of M/P library books	Teacher/students
	1.3 Demand for science club activities	Teacher
	1.4 Dissatisfaction with too much testing	Teacher
2 Other teachers	2.1 Inclusion of M/P contexts in lessons	Principal/Assoc.
	2.2 Disruptive effect of M/P/E project activities on time-tables, lessons, etc.	Principal
	2.3 Increased courses with language in lessons	English Assoc.
	2.4 Increased/decreased status from project/non-project staff	Principal
3 School authorities	3.1 Increased demand for school library/books	Principal
	3.2 Increased administration burden on Principal	Principal
	3.3 Other teachers unhappy at additional M/P/E resources	Principal
	3.4 Disruptive effect of teachers' release from seminars	Principal
4 Education department	4.1 Increased administration burden - circulars, reproduction	Inspectors
	4.2 Disruption of routine of staff	Delegate/Insp.
	4.3 Increase in report writing/meetings	Delegate/Insp.
	4.4 Increased/decreased status for staff involved/not involved	Delegate/Insp.
	4.5 Distortion of staff relations/management lines	Delegate/Insp.
5 Other ELT professionals	5.1 Increased/decreased status associated with M/P project	Adviser
	5.2 Certainty/lack of professional capacity - integrated elements	Adviser
	5.3 Conflict of line management/role : integrated versus specialism	Adviser
	5.4 Increased/decreased value of integrated element: professional development	Adviser
6 Public opinion	6.1 Survey of public awareness of project	Adviser/Insp.
	6.2 Students reading/talking more at home: M/P : survey	Principal
7 Aid agency	7.1 Role/time conflict on Representative/British Council staff	Representative
	7.2 Round of project-related presentations/openings/discussions	Representative
	7.3 Increased demand on ODA desk officer	ODA

Ethiopia case study

1 Presentation of case study results

The overall aims of the project and the four strands of its output, i.e. Service English Language Improvement for teachers, a TEFL course for teachers and the post-graduate courses were outlined.

2 Monitoring

The case study presented an approach to monitoring using the spoken English course to exemplify this approach - an approach which would be used for all components - using specified instruments and procedures. It then presented an approach to overall evaluation of the project through specific instruments applied through a baseline study and a summative evaluation.

Objectives

- to ensure quality of course design
- to ensure quantity control of courses produced, etc.
- to ensure quality control of implementation
- to check that project objectives are achieved according to schedule
- to ensure that monitoring continues after the life of the project
- to use monitoring procedures in the training of MA (TEFL) and Ph.D. students

Procedures

Multi-method approach: data obtained from

- questionnaires - teachers and students
- exam results
- observation by KELTAs/MA and Ph.D. students
- discussions with teachers and students
- PF/memorandum/project output chart

Personnel

- university teachers
- university students
- KELTA team
- external advisers

Timing

- at key points in the life of the project, e.g. end of trialing, committee stages, etc.
- continuous monitoring of outputs against project time frame

Reporting

- RH annual report/project report
- jet-in, jet-out reports

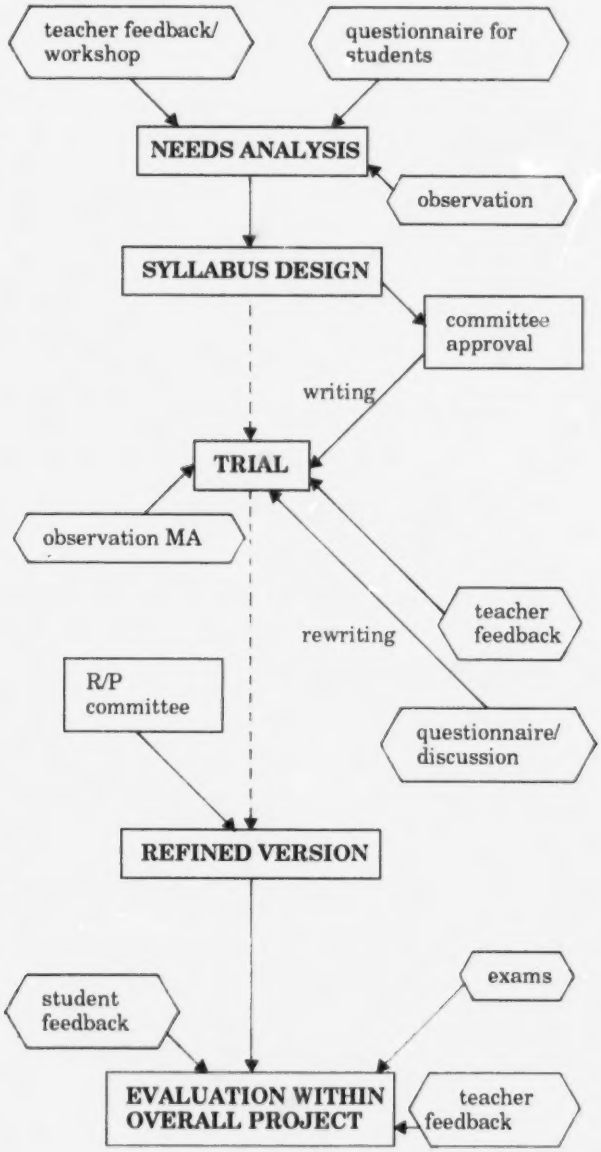
Primary users

- internal AAU - course writers; English Dept; MA and Ph.D. students
- external, ODA, British Council

Cost

- jet-in, jet-out visits
- paper, files, etc.
- database program (+ instructions!), disks
- time (difficult to quantify)

Monitoring flow-chart



Monitoring procedure

Immediate objectives	Indicators of achievements	Instruments	Action/ Resp	Dates
Introduce new spoken English course for B.Ed. students	course/materials in use	project report	RH	07/91
1 Needs analysis	needs profile established	past & present student quest discussions to literature and methodology teachers	C Wrs	10/87
2 Design syllabus	committee approval	minutes/reports	English dept	12/87
3 Prepare materials	materials in class	check	RH	12/87
4 Trial and rewrite	revised material in use	external evaluation report class observation reports teacher reports/questionnaire exam results	outsider MA students C Wrs Trs	01/88 07/89
5 Appraise	committee approval	minutes/report	Research and publications committee	07/88
6 Produce	materials printed materials recorded	check	Trs	10/89
7 Evaluate	report	class observation reports teacher reports/ questionnaire student discussions exam results	MA students C Wrs C Wrs C Wrs Trs	07/90
		review/report		02/91
		percentage of students from spoken English course entering TEFL methodology course	student records	10/91

RH	Rod Hicks
C Wrs	Course Writers
Dept	English Dept
Outsiders	Visiting consultant (UK)
Trs	Teachers

3 Overall evaluation

The following procedure was agreed upon for evaluating the overall impact of the project and judging to what extent English had become more effective as a medium of instruction in secondary and post-secondary schools. There would be a baseline study carried out in October/ December 1988 in the university and senior secondary schools involving three specific instruments for quantitative assessment and three tools for gathering and collating descriptive and qualitative indicators.

The same instruments and indicators would be applied to a cross-section of university students and lecturers and to senior secondary school teachers and students during the baseline study and the summative evaluation.

- The baseline study October/December 1988 applied to secondary school 10/11 grade.
- The baseline study October/December 1988 applied to university students.
- The baseline study in third/fourth year of medical, science, geography and history faculty.
- The summative evaluation October/December 1992 for the same years and faculties in the university.
- The summative evaluation April/June 1996 for secondary schools (as only then would the effects of the new 'improved' language teachers feed through from the university course to effect the subject teaching in the schools).

NB

1 A further evaluation would in the ideal world be carried out in 1999 to judge the full effects of improved teacher training.

2 A tracer of B.Ed. students leaving university in 1992/3 will have to be made so that evaluation can be focused on those schools receiving the newly trained teachers.

Indonesia case study

ELT projects unit

Wider objective: To improve the effectiveness of overseas training offered by aid programmes to facilitate the transfer of technology.

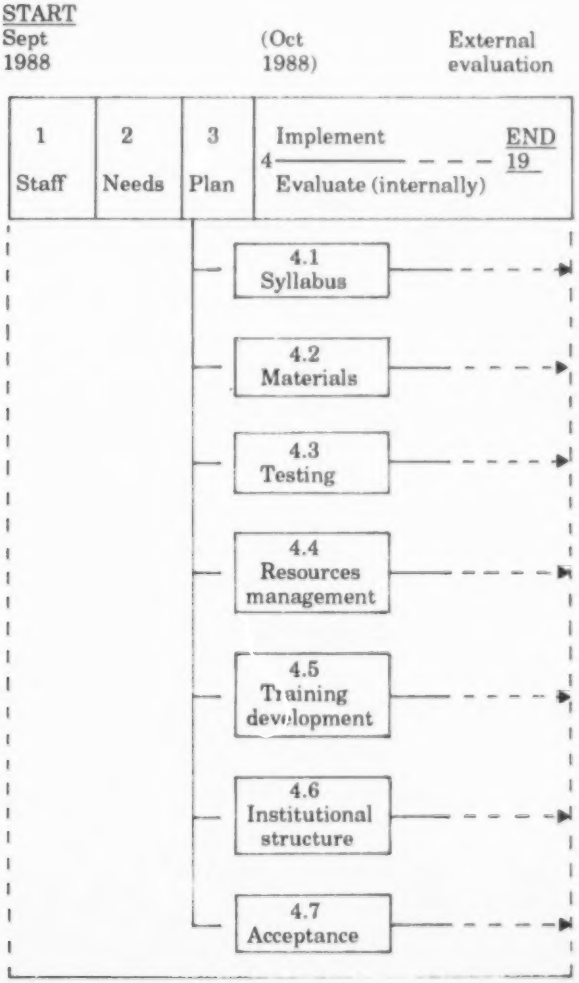
Indicated by: A decrease in the number of overseas training opportunities not taken up as a result of low proficiency in English.

Immediate objective: To develop a sustainable functioning unit that can provide relevant and effective ELT for postgraduate students.

Indicated by: An improved and recognized provision of appropriate and institutionally co-ordinated English language instruction.

Although all projects are different in that each host institution is different, they all have as their aim institutional development, i.e. concentrating on the local institution itself and trying to get it to do what it is supposed to do more effectively.

Evaluation chart
(see also following pages)



Output		Indicator	How assessed
1.1	Director of studies (DOS) or counterparts identified	in place	noted by • Co-ordinator of projects unit (C/PU) • Dean
1.2	Teacher/supervisor (T/S) recruited	in place	
2.1	Identification of institution's needs and priorities	report by T/S	approved/assessed by • C/PU • Dean
3.1	Formulation of plan to implement identified priorities	produced by T/S + C/PU	approved/assessed by • C/PU • Dean
4.	**Plan implementation**		
4.1	Syllabus		
4.1.1	process	system in place for continued syllabus revision	• syllabus files, master • minutes of co-ordination meetings
4.1.2	product	completed syllabus in line with objectives	• syllabus files
4.2	Materials		
4.2.1	process	regularly improved bank of trialled materials	• minutes • teachers' reports
4.2.2	product	completed materials in line with syllabus	• student questionnaires • teachers' reports • see library, files, catalogues
4.3	Testing		
4.3.1	process	system of regular test revision and development	• see test file • test revision manual • test specifications
4.3.2	product	bank of pre/progress/post-tests and items in line with objectives and syllabus	• see test file
4.4	Management of learning resources	secure but accessible systems trained resource supervisor	• catalogue system • maintenance schedule • report by T/S & C/PU

Output		Indicator	How assessed
4.5	Training development		
4.5.1	counterpart	carrying out functions and responsibilities in line with job specification	reports by • T/S • C/PU • counterpart
4.5.2	teachers	improved performance in accordance with teacher profile	• teacher profile (beginning/ interim/at end) • reports by T/S and DOS of teacher's performance in workshops • student questionnaires • test results (students)
4.6	Institutional structure	premises established post for DOS capital investment recurrent funding	sight/assurance/promise from wider institutions
4.7	Acceptance/integration		
4.7.1	with wider institutions	2-way communication flow SEU ↔ client departments SEU posts part of institution's career structure continued institutional support and use of SEU	percentage age of course participants nominated for exit tests micro-political snooping • course files • minutes of meetings SEU ↔ client departments
4.7.2	with national training programme	use by external institutions in line with national programme	• reports by external agencies • number of students sent by external agencies

Oman case study

Curriculum renewal project:
student materials evaluation

A questionnaire will be printed in the Teacher's Book at appropriate intervals - probably after every Unit which represents a week's class-room work. All teachers will thus be completing the questionnaire, most of the responses to which can be quantified. Staff who do not necessarily teach materials but who are asked for comments can also use the same questionnaire.

A further small set of questions will be required for evaluation of the introduction to the Teacher's Book.

Yet another (observation) questionnaire will probably be required for use by personnel who are asked to observe selected teachers using the materials where the emphasis will be on the materials rather than on the teacher.

Teachers will have to be sensitized/won over to completing the questionnaire, probably through meetings and/or training courses. It is also possible that further meetings may be required in order to clarify certain responses to certain parts of the questionnaire.

Consideration must also be given to using the questionnaires in different regions in different ways in order to try and reduce the load for individual teachers. One idea might be for regions A and B to provide information on Units 1, 6, 10, etc. while regions C and D would provide information on Units 2, 7, 11, etc.

The schedule allows for some piloting of the questionnaire to take place in 1988/89, the year before the materials are due to be trialled. This piloting is seen to be a necessary part of the development of the instrument.

The training aspect of the questionnaire is one that should not be forgotten, in that by getting teachers to think critically about materials - along certain set lines - one is also hopefully achieving some teacher development.

Further consideration perhaps still needs to be given to finding ways of focusing the questionnaire more on 'new departures'.

Some of the questions are designed to be completed only by non-teachers - these may be Regional Inspectors, Curriculum and Training Officers (CATO), etc. No indication of which questions these are has been given.

Improvement of inspectors' performance

1 Initial performance of inspectors (1988-1989)

a familiarization with Curriculum Renewal Project (CRP) materials and methodology

b acceptance of above

c ability to use INSET materials for CRP

Indicators of assessment

a percentage attendance of inspectors at familiarization course at which (specified) CRP materials are shown and explained

b questionnaire of inspectors' attitudes to certain types of material and methods, issued before (?) familiarization course, checked again at the end of the course

c report by CATOs of inspectors' ability to prepare and peer-teach INSET materials during familiarization course

2 Performance of inspectors as from September 1989

a to ensure that teachers are using CRP materials in appropriate ways

b to advise teachers how to make best use of CRP materials

c to advise Ministry of Education of the implementation of CRP materials in schools (i.e. in what specific ways the T/Ss are applying CRP, well or badly)

Indicators of assessment

a inspectors' reports of lesson-observation sent to Ministry of Education and CATOs' reports of joint (inspector/CATO) lesson-observations

b reports of post-lesson discussion with T/S sent to Ministry of Education; and CATOs' reports of joint (inspector/CATO) discussion with T/S and inspectors' reports of INSET meetings sent to Ministry of Education; (part of) and T/S's questionnaires on INSET meetings sent to Ministry of Education CATOs' reports of joint (inspector/CATO) INSET meetings

c inspectors' report of class-room use of CRP sent to Ministry of Education; and copies of T/S's tests and exams (annotated by inspectors) sent to Ministry of Education

Improvement of teachers' performance

Indicators of assessment

a baseline behavioural study of non-CRP teachers by inspectors using same check-list below, to be used for a 'state of play 1988-89' statement to be evaluated in 1993

b baseline measurement of student performance 1988 ('culture-free examinations') to be evaluated in 1993. Quantitative

c baseline perception of teachers' classroom performance comprising a list of 'n' teacher-weaknesses, based on data from inspectors

d teacher self-evaluation questionnaire completed at the end of initial Inset courses

e inspector reports based on observation of CRP teachers

f Ministry of Education/CATO reports based on observations of teachers in schools

g external (ODA) reports based on 5, 6 (see section below) and their own visits

Improvement of teacher and inspector performance

Output: Appropriate guidance materials for teachers and inspectors

1 Code of practice for school visits by inspectors/trainers, CATOs, etc. drafted before the familiarization course. This code to be modified and agreed upon during the familiarization course.

2 Questionnaire issued to inspectors before familiarization course, to:

a elicit their attitudes towards appropriate ELT techniques

b elicit impressions of 'typical' teacher behaviour; these would inform a pre-CRP baseline study for evaluation in 1993

c elicit (ten) general weaknesses among teachers

3 INSET packs (print/audio/video) dealing with (n) CRP-related topics, for use by inspectors/CATOs in INSET meetings. (Some of) these packs to be trialled in familiarization course through peer-teaching.

4 Programme devised for familiarization course for inspectors.

5 Pro forma class-room observation reports devised:

part 1: observation check-list, including the weaknesses derived from 2c above; inspector would indicate T ability on a (1-4) scale
part 2: notes on practicability of CRP materials used in class
part 3: record of points discussed with T after lesson
part 4: samples of most recent monthly test and/or mid-year exam produced by the teacher, together with comments by the inspector

6 Questionnaire devised for teachers at the end of the series of INSET meetings to elicit self-evaluation judgements and to include some questions designed to assess the effectiveness of the inspector as trainer.

7 Questionnaire/report-form devised for inspectors after a series of INSET meetings.

8 Materials evaluation questionnaire devised for teachers after they have applied (one) unit of CRP materials.

9 'Context free' attainment tests devised for students to take in March 1989 and in March 1991, 1992, 1993; these will form baseline study of student attainment pre-CRP, and subsequent evaluation.

Zambia case study

1 Monitoring and evaluation procedures for ODA purposes

What?	By whom?	How?
Year one		
• Baseline study to provide profile of teacher class-room behaviour grades one to four. This is based on a check-list of required behaviour to use new course	UK consultant + Zambian team	profiling following class-room observation
• Baseline study of pupil performance at end of grades one to four	ditto	attainment tests
Year two		
• Baseline study to provide profile of teacher class-room behaviour grades five to seven	UK consultant + Zambian team	profiling following class-room observation
• Baseline study of pupil performance at end of grades five to seven	ditto	attainment tests
• Book One in schools: monitor distribution to districts, schools and pupils	Inspectorate/ FINNIDA/CDC	observation/ receipt form
Year three		
• Book Two in schools: monitor distribution to districts, schools and pupils Book One: assess state and extent of use in the schools	Inspectorate/ FINNIDA/CDC	observation/ receipt form
• Evaluation of teacher class-room behaviour grade one, after two years of new course	UK consultant + Zambian team	profiling following class-room observation
• End-of-year tests for grade one pupils in baseline schools	administered by inspectors	attainment tests (as year one)
Year four and one		
As for year three, moving up a grade each year. At the end of year nine, a summative report on the entire course can be written, including:		
• Performance in grade 7 examination	Exam Board	statistics
• Improved occupational appropriacy	Evaluation Dept, CDC	survey of employers, baseline year seven, biennially
• Improved pupil preparation for grade 8	G8 teachers (all subjects)	reports

Note
CDC Curriculum Development Council
FINNIDA Finnish aid agency

2 Monitoring and evaluation procedures for internal purposes

What?	By whom?	How?
Year one		
Monitor the establishment of:		
New materials' awareness campaign through • quarterly (?) newsletter • radio broadcasts	project co-ordinator	informal meetings/ problem-solving
INSET programme for: • inspectors • resource teachers • grade one teachers	ditto	ditto
Check that resource centres are functioning	inspectors/project co-ordinator	visits/reports
Monitor • writing of the course • piloting procedures • the revision process • the printing and distribution	ZEMP/FINNIDA	supervision adviser's progress reports
Year two		
Evaluate effectiveness of awareness campaign	CDC/inspectors co-ordinator	reports/feedback from interested parties
Evaluate INSET programme for grade one teachers, year one	inspectors/resource teachers	observation/ feedback from teachers
Initiate and monitor support programme for teachers using the new book	ditto	regular meetings
Evaluation of acceptability of grade one material to teachers, pupils, parents and inspectors	senior inspectors primary	country-wide informal contacts
Monitor • writing of the course • piloting procedures • the revision process • the printing and distribution	ZEMP/FINNIDA	supervision adviser's progress reports
Year three		
As for year two, moving up a grade each year. At the end of year nine, a summative report on the entire course can be written.		

Appendix 4
ELT projects: a classification scheme

With a view to keeping KELT Project Summaries on disk for easy reference and updating, it would seem useful if we could give each project a code classifying it according to a number of criteria. If the records are kept in a database format it would enable us to 'pull out' all projects of a particular kind easily and thus answer questions such as "how many in-service teacher training projects at primary level are there?" It would also enable KELTs thinking ahead to their next posting to look at the range of projects running which might fit their own particular interests or expertise.

I give below some initial thoughts on a possible three-group scheme of classification and would welcome any comments, additions, modifications, etc.

Each project would be allocated to **one** of the options at **each** group and given the appropriate coding. The end result would be rather like a file reference with three three-letter codes separated by slashes.

Group I: Situation

1	English as a foreign language	EFL
2	English as a second language	ESL
3	English as a mother tongue	EMT

Group II: Level

1	Primary	PRI
2	Secondary	SEC
3	Tertiary	TER
4	Non-formal	NFL
5	Distance	DIS
6	General	GEN

Group III: Type

1	General purpose English	GPE
2	General ESP	ESP
3	EAP	EAP
4	EOP	EOP
5	Service English	SER
6	Materials development	MAT
7	Testing, evaluation and examinations	TES
8	Pre-service teacher training	PST
9	In-service teacher training	IST
10	Inspectorate	INS
11	General advisory at Ministry level	MIN

Appendix 5
Seminar evaluation - Part One

Please set down, in order of importance if possible, the points you would like raised at the final round-up session on Friday morning under the main headings that follow. Your points can be criticisms of the way this year's seminar has been handled or positive suggestions for future seminars. We will aim to structure the final session so as to give a reasonable amount of time for discussion and comment on each area.

1 This year's theme: interest, relevance and value

2 The structure and organization of the seminar

3 The choice of main speakers: interest, relevance and value

4 The administration of the seminar

5 Suggested themes for next year's or future seminars

(1)

(2)

(3)

6 Any other comments, criticisms or suggestions

In order for the chair of the final session to select, at least initially, one or more people to start the ball rolling under each heading at the final session, it would be helpful if you could give your name on this sheet, though of course you are not obliged to do so. Since you will have completed this sheet before some of the seminar activities have taken place, you will be given a short questionnaire to complete at the end of the final session to cover the seminar as a whole.

Name .....

Seminar evaluation - Part Two

Please give a rating for each session on a scale 1 to 5 (bad to excellent) under each heading.

1 Opening session

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

2 John Morris - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

3 Hector Munro - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

4 Mick Short - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

5 China case study

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

6 Cyril Weir - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

7 India case study

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

8 Chris Kennedy - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

9 Martin Bygate - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

10 Case study previews

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

11 Brian Rockliffe - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

12 Roger Bowers - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

13 OEAD/ELLD session

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

14 Chris Brumfit - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

15 Report format session

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

16 Jeff Andrew - Plenary

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

17 Case study report-back session

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

18 Final round-up session

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

19 The case study exercise as a whole

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

20 The seminar as a whole

Relevance ☐ Quality ☐ Interest ☐ Overall rating ☐

Comments:

21 Any other comments